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ABSTRACT

A study determined computer research and exemplary project needs in home economics education, identified such projects, and analyzed the relationship of research and exemplary project needs to projects identified. The questionnaire instructed respondents to describe their perceptions of research needs and exemplary project needs related to computers in home economics education and to identify and describe computer-related research and exemplary projects completed, underway, or planned in home economics education. The 381 responses (out of a possible 809) included 218 questionnaires and 163 follow-up postcards. Of the 218 respondents, 77% were teacher educators, 15% state supervisors, and 8% "other." The most frequently cited perceived research needs related to the concepts of computers and learning and instructional software. The most frequently perceived exemplary project needs were computers and learning and instructional software. Analysis of research projects described indicated that action research studies were the most common, that the most common research subjects were inservice home economics teachers, and that most projects were comprehensive in content covered. Analysis of exemplary projects described showed that most provided inservice for teachers and dealt with software or courseware applications at the secondary level. In general, the directions of research projects identified were consistent with needs identified by professionals. The exemplary projects described appeared to be progressing toward stated needs for such programs. Appendixes include summary tables and the survey instrument. The attached supplements to this report consist of two lists of respondent names (including institutions and addresses) and two sets of outline descriptions for the research and exemplary projects respectively. (YLB)

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Home Economics Education Computer Research and Exemplary Projects: State of the Art

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Home Economics Education

Computer Research and Exemplary Projects:

State of the Art

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Points of view described in this report do not necessarily represent U.S. Department of Education position or policy.

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The original activity and groundwork for the project were developed through the American Vocational Association Home Economics Division Research Committee. This committee functions to facilitate and communicate research in vocational home economics education. Much of the committee's work is done through various subcommittees, each of which focuses on specific research needs in the field. This project was conducted by a subcommittee composed of the authors. Although research needs in this area would have likely been conceptualized by many professionals within the field, the fact that a research committee of this nature exists has meant that greater directed effort could occur within this area. The initial impetus provided by the Research Committee is appreciated.

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Home Economics Education

Computer Research and Exemplary Projects:

State of the Art

INTRODUCTION

What are research and exemplary project needs related to computers in home economics education? What research and exemplary projects are being conducted? With the rapid increases in computer use in home economics education and their projected future applications, these are questions asked by many professionals in the field.

As a result, the American Vocational Association Home Economics Division Research Committee formed a subcommittee on computers in home economics education. The first task of this group was to assess the state of the art of home economics education computer research and exemplary projects. The major purpose of this exploratory study was to identify what is being done and what needs to be done in order to provide a basis for greater directed effort within the field.

The objectives of this study were:

(1) to determine computer research and exemplary project needs in home economics education.

(2) to identify computer research and exemplary projects completed, underway, and planned in home economics education.

(3) to analyze the relationship between research and exemplary project needs to projects identified.

A research project was defined as any project which included a research component as identified by the respondent. An example would be an inservice needs assessment. An exemplary project was defined as any project which did not include a stated research component, but was significant beyond the local community. Examples of exemplary projects would include software development or an inservice education model.

This report begins with a description of the project method as related to the instrument and sample. Separate sections are included on respondent perceived needs, and research and exemplary projects conducted. Each section includes a separate discussion of the data analysis procedures and the findings. A separate section is included comparing research and exemplary project needs with actual projects reported. Finally, conclusions and recommendations are provided.

METHOD

Instrument

A questionnaire was developed focusing on the major objectives. First, respondents were instructed to use an open-ended format to describe their perceptions of research needs and exemplary project needs related to computers in home economics education. Second, they were asked to describe computer related research and exemplary projects completed, underway, or planned in home economics education. For each of the projects listed, respondents were requested to provide a description of the project, including: contact person and position, project purpose, research subjects (or audience) addressed, content area addressed, and products.

Sample

Questionnaires were sent in February, 1984, to the 640 teacher educators identified in the 1983 National Directory of Vocational Home Economics Teacher Educators and the 179 state supervisors identified through the U.S. Department of Education. One month after questionnaire distribution, follow-up postcards were sent to non-respondents. Postcards allowed respondents to check: if they had no information to contribute at the time of the survey, or if another staff member actively involved in the area had completed the questionnaire. Of the 819 surveys in the initial mailing, 10 surveys were returned indicating that the person was no longer at that address. This reduced the total possible respondents to 809.

Of the 809 possible respondents, 381 (47%) responses were received. Respondents represented 48 states, 2 territories, and the District of Columbia. Teacher educators represented 45 states and 190 (67%) of the 285 colleges and universities surveyed. State supervisors represented 37 states, two territories, and the District of Columbia. It was concluded that because the respondents represented a broad geographical distribution, sufficient sample was present for assessing the state of the art.

The 381 responses included 218 questionnaires and 163 follow-up postcards. Of the follow-up postcards, 131 respondents indicated that they had no information to contribute and 32 indicated that another staff member actively involved in this area had completed the survey. It was concluded from this response that, at the time of the survey, many teacher educators and state supervisors lacked sufficient background and involvement to respond to the survey. Indeed, the comment was frequently made: "I haven't had enough background to answer the questionnaire."

The 218 respondents to the questionnaire included 167 (77%) teacher educators, 33 (15%) state supervisors, and 18 (8%) "other" (Table 1). The "other" category primarily referred to titles

Table 1

Professional Positions of Questionnaire Respondents

Professional Title	n	%
Teacher Educator	167	77
State Supervisor	33	15
Other	18	8
TOTAL	218	100

other than teacher educator and state supervisor; this included state consultants and department chairpersons of teacher education programs.

RESPONDENT PERCEPTIONS OF NEEDS

Procedure for Analysis

The first area of the questionnaire, respondent perception of research and exemplary project needs, was subjected to a content analysis. The content categories identified for both research and exemplary project needs were parallel relating to five major concepts: computer literacy of teachers, computers and learning, instructional software, instructional management, and computers in the home (Figure 1). Across these five concepts, 21 subconcepts were identified. Because of the low number of responses to instructional management, no subconcepts were identified. Responses to each item were coded according to the concept and subconcept addressed. In addition, responses were coded accordingly if respondents did not respond, or indicated limited or no knowledge to respond.

Responses from teacher educators, state supervisors, and others were combined for reporting. Frequencies were calculated; data were reported separately for research and exemplary project needs from the most to least frequently cited concepts. Within concepts, data were reported from most to least frequently reported subconcepts. It should be noted that since the questions were open-ended, reported frequencies did not necessarily represent all those respondents who may have felt that a concept (or subconcept) represented a need. Respondent comments were included in the discussion to further describe perceived needs.

Findings and Discussion

Research Needs

For research needs, 190 (87%) respondents answered the question; 12 (6%) did not respond to the question; and 16 (7%) indicated limited or no knowledge to respond. In total, respondents listed 351 responses as research needs (Table 2).

The greatest number of responses related to the concept of computers and learning (n=154 responses, or 43% of the responses). Within this concept, respondents identified eight subconcepts. The need most frequently cited was for research comparing the effectiveness of instructional methods (n=48). One respondent described this as establishing whether computers do a better job than existing methods and why. The second most frequently cited subconcept was an assessment of the current use of computers at the secondary level (n=39). An analysis of use across home economics content areas and within FHA/HERO was included in this area.

Respondents also indicated a need for guidelines to integrate computers into curriculum (n=20). An area of respondent concern was in determining the role of computers in the home economics

Figure 1

Concepts and Subconcepts

Identified As Computer Research and Exemplary Project Needs

In Home Economics Education

Concept I: Computer literacy of teachers

- Current skills and attitudes
- Competencies needed
- Preservice education
- Inservice education

Concept II: Computers and learning

- Current use at the secondary level
- Current use at the post-secondary level
- Availability of computers
- Learning theories and computer use
- Guidelines for integration into curriculum
- Comparison of effectiveness of instructional methods
- Use with special groups
- Needs assessment

Concept III: Instructional software

- Current availability
- Guidelines for development
- Software evaluation
- Needs assessment

Concept IV: Instructional management

Concept V: Computers in the home

- Impact/effect of computers on individuals/families
- Cost benefit of computer use
- User characteristics
- Current hardware/software uses
- Needs assessment

Table 2

Computer Research Needs

In Home Economics Education

Research Need	n
Computers and learning (t=154)	
Comparison of effectiveness of instructional methods	48
Current use at the secondary level	39
Guidelines for integration into curriculum	20
Learning theories and computer use	18
Use with special groups	14
Availability of computers	7
Needs assessment	5
Current use at the postsecondary level	3
Instructional software (t=104)	
Guidelines for development	43
Current availability	27
Software evaluation	21
Needs assessment	13
Computers in the home (t=46)	
Impact/effect of computers on individuals/families	25
Current hardware/software uses	9
Needs assessment	6
Cost benefit of computer use	4
User characteristics	2
Computer literacy of teachers (t=37)	
Inservice education	13
Current skills and attitudes	9
Competencies needed	9
Preservice education	6
Instructional management (t=10)	10

n = Number of responses to a subconcept.
t = Total number or responses to a concept area.

classroom, including the "fit" and "non-fit" with varying conceptions of curriculum. A consistent theme in responses was an emphasis in home economics curriculum on "high tech" as well as "high touch" aspects.

An analysis of learning theories and computer use was another area of respondent concern (n=18). One respondent described this research need as the theoretical foundation for curriculum change in home economics education. Other research needs within this concept area related to use with special groups (n=14), availability of computers (n=7), needs assessment (n=5), and current use at the postsecondary level (n=3).

The second most frequently cited concept related to instructional software (n=104, or 30% of the responses). Responses in this area included four subconcepts. Within this concept, guidelines for development received the most responses (n=43). Many respondents who cited this as a research need also commented on the lack of quality software.

Current availability of software was identified as a research need (n=27). Respondents consistently identified dietary analysis and personal finance as areas where a number of software programs were available.

Respondents also cited software evaluation as a research need (n=21). In addition, software needs assessment was identified as a research need (n=13). Specific needs by home economics content areas were also described; these needs included simulations in parenting and family relations, and housing related programs using graphics. Others cited the need for an integrated curriculum; this would include texts, workbooks, software, and other supplementary materials related to units of instruction.

Research needs related to computers in the home was the third most frequently cited concept (n=46, or 13% of the responses). Within this concept, five subconcepts were identified. The most frequently cited need in this area related to the impact/effect of computers on individuals and families (n=25). Other research needs in this area included current hardware and software uses (n=9), needs assessment (n=6), cost benefit of computer use (n=4), and user characteristics (n=2).

Computer literacy of teachers was the fourth most frequently cited concept (n=37, or 11% of the responses). Included in this area were four subconcepts: inservice education (n=13), current skills and attitudes (n=9), competencies needed (n=9), and preservice education (n=6). Respondents consistently identified the need for effective methods to move undergraduates, graduates, teacher educators, and state supervisors into the computer mainstream.

Instructional management was the fifth most frequently cited concept (n=10, or 3% of the responses). Research needs within this area included a comparison of the time effectiveness of instructional management software and conventional clerical methods. Other needs included the effect of increased feedback on student learning and an analysis of the amount of time actually available to cover concepts.

Exemplary Project Needs

For exemplary project needs, 156 (72%) respondents suggested needs; 49 (22%) did not respond to the item; and 13 (6%) indicated limited or no knowledge to respond. In total, 196 exemplary project needs were identified (Table 3). Fewer respondents completed this question and as a result, fewer total exemplary project needs were identified. In general, exemplary project needs paralleled the order and type which were listed as research needs.

Computers and learning was the most frequently cited concept (n=72, or 37% of the responses). The need for curriculum integration guidelines was the subconcept most often reported (n=20); respondents had specific suggestions relating to what this should include and how this should be done. Specifically, respondents identified the need for a curriculum using computers in secondary consumer and homemaking education classes; this would include teaching about home computer use. The need for the identification of the model classroom with the computer integrated into the curriculum was also cited. Respondents also suggested the need for exemplary projects showing how teachers have successfully integrated the computer into the curriculum.

Other needs which related to computers and learning included: comparison of the effectiveness of instructional methods (n=14), current use at the secondary level (n=12), relationship of learning theories to computer use (n=7), needs assessment (n=6), availability of computers (n=6), use with special groups (n=4), and current use at the postsecondary level (n=3).

Instructional software was the second most frequently cited concept (n=67, or 34% of the responses). The area cited most often was the need for software development guidelines (n=36). Needs suggested by respondents primarily centered on quality assurances. For example, some respondents described the need for software field testing prior to availability; others suggested the need for a home economics education software clearinghouse.

The remaining three subconcepts were identified by respondents as follows: current availability (n=16), software evaluation (n=9), and needs assessment (n=6). Respondents had specific suggestions for software program needs; these included: home economics programs using a game format (not simulations); programs to promote mental, social, and emotional development of children;

Table 3

Computer Exemplary Project Needs

In Home Economics Education

Exemplary Project Need	n
Computers and learning (t=72)	
Guidelines for integration into curriculum	20
Comparison of effectiveness of instructional methods	14
Current use at the secondary level	12
Learning theories and computer use	7
Needs assessment	6
Availability of computers	6
Use with special groups	4
Current use at the post secondary level	3
Instructional software (t=67)	
Guidelines for development	36
Current availability	16
Software evaluation	9
Needs assessment	6
Computer literacy of teachers (t=26)	
Inservice education	8
Preservice education	7
Competencies needed	6
Current skills and attitudes	5
Computers in the home (t=18)	
User characteristics	10
Impact/effect of computers on individuals/families	4
Needs assessment	3
Current hardware/software uses	1
Instructional management (t=10)	10

n = Number of responses to a subconcept
t = Total number of resonses to a concept area

exercise programs, energy conservation programs; and family budget programs. Respondents also identified the need for increased availability of software through the development of user networks, and the sharing of non-copyrighted software at professional meetings.

Computer literacy of teachers was the third most frequently cited concept (n=26, or 13% of the responses). Areas of need included: inservice education (n=8), preservice education (n=7), competencies needed (n=6), and current skills and attitudes (n=5). A consistent need identified was for teacher educators to provide leadership within this area. One respondent commented on the need to address how to work the computer into an already crowded teacher education curriculum. Others commented on the need to spend time in inservice and preservice education on both experiencing computer technology and exploring its meaning in our lives.

Computers in the home was the fourth most frequently cited concept (n=18, or 9% of total). Exemplary project needs related to: user characteristics (n=10), impact/effect of computers on individuals and families (n=4), needs assessment (n=3), and current hardware/software uses (n=1).

Instructional management accounted for 10 responses (5% of total responses). Examples related to actual teacher use in managing classes or the department.

RESEARCH AND EXEMPLARY PROJECTS

Procedure for Analysis

Research and exemplary projects described by respondents were analyzed separately. For each, projects were content analyzed according to five areas: contact person's professional position, project purpose, research subjects (or audience) addressed, content area addressed, and products. Classifications for each of these areas were determined based on responses to the questionnaire checklist section and an analysis of respondent project descriptions.

For both research and exemplary projects, frequencies and percentages were reported for the classifications within each area. Classifications were presented and discussed from those most to least often reported within the areas.

Two cautions must be considered in analyzing the data and generalizing the results. First, research and exemplary projects reported were described by project contact persons or home economics educators who had some knowledge of the project. Since, in some cases, information about the research or exemplary project was provided by someone other than the project contact person, the completeness or accuracy of the information provided could vary.

Second, because of the interrelatedness of home economics education with other content specialties, several respondents included project descriptions which were from a broader home economics or vocational education context. While most projects appeared to have some relationship to home economics education, in a few instances, the relationship was less clear.

All project descriptive data were included in the findings and discussion. In areas where the information was incomplete, the information was classified as "not specified".

Summary tables of research and exemplary projects reported are included in Appendix A and Appendix B respectively. For each project, information was listed as to state of origin, purpose of the project, research subjects (or audience) addressed, content area addressed, and products. A separate document identifying the contact person and address for each project is available upon request from the authors. This also was sent to each of the 50 state supervisors.

Findings and Discussion

Research Projects

A total of 38 research projects were described by 28 professionals. Of the contact persons listed, seven contact

Table 4

Research Projects:

Positions of Contact Persons

Position Title	n
University faculty member	19
Secondary level home economics teacher	5
State education specialist	4
Graduate student	2
Extension specialist	1

n = Number of research studies with contact person in the position described.

persons were involved in two or more projects. Of the 38 studies, 18 (47%) were in progress, 14 (39%) were completed, and 6 (16%) were planned.

The contact persons represented five categories of professional positions (Table 4). University faculty members were reported most often as contact persons (n=19, or 61%); secondary level home economics teachers were the next greatest number represented (n=5, or 16%). Other professional groups included state education specialists, graduate students, and an extension specialist.

Project descriptions provided by respondents indicated that the research conducted represented seven research purposes (Table 5). Action research studies were the most common (n=15, or 39%) projects. These studies primarily included workshops and courses designed to teach computer literacy or computer applications, and generally were accompanied by data collection on attitude, knowledge, or skill development gains resulting from instruction. Software evaluation, which was the focus of seven studies (18%), was the second most common type of study. Five additional studies (18%) were classified as descriptive; these studies used attitude questionnaires, a Q-sort, interviews, and observations to provide information about research subjects. Needs assessments and surveys were the primary research objectives of four studies (10%). Software development was the purpose of four studies (10%).

Table 5

Research Projects:

Purpose

Type	n
Action	15
Evaluation	7
Descriptive	5
Needs assessment/survey	4
Software development	4
Media effectiveness	2
Literature review	1

n = Number of research projects addressing each purpose.

Two studies (5%) were categorized as "media effectiveness" research. In each, the computer was used as an instructional medium to teach home economics subject matter; pretests and posttests were used to examine changes in knowledge, skills, and/or attitudes. Respondent descriptions of media effectiveness research projects indicated that comparative data on the effectiveness of other media in teaching the same subject matter were not collected. Thus, the studies were classified as media effectiveness studies rather than media comparison studies.

Thirty-seven research projects focused on subjects in nine areas; the description of the remaining project did not specify research subjects (Table 6). The most common research subjects were inservice home economics teachers. Sixteen research studies (44% of the projects reported) focused on secondary level home economics teachers' needs, skills, attitudes, knowledge, or competencies. These studies included both homemaking teachers and occupational home economics teachers.

The evaluation of computer software was the focus of nine studies (25%). Preservice home economics teachers or undergraduate students were research subjects in four studies (11%). Typical

Table 6

Research Projects:

Subjects Addressed

Subjects	n
Inservice home economics teachers	16
Software programs	9
Preservice teachers/undergraduates	4
Extension educators	1
Secondary students	1
Rural homemakers	1
Preschool children	1
Families	1
Computer-related literature	1
Subjects not specified	1

n = Number of research studies using sample indicated. Multiple responses were permitted.

audiences of home economics instruction (secondary students, rural homemakers, families, and preschool children) were the subjects in four studies (11%). The remaining two research projects focused on extension educators and on computer related literature.

Content areas addressed by each research project generally included several areas within home economics (Table 7). If three or more home economics content areas were identified, it was assumed that the content spanned the comprehensive consumer and homemaking education program. Most projects (n=24, or 68%) were identified as comprehensive in content covered. When a single content area was addressed, the area most frequently identified was child development and family relationships (n=4, 11%).

Research products ranged from data collected through

Table 7

Research Projects:

Content Area Addressed

Area	n
Comprehensive consumer and homemaking	24
Child development and family relations	4
Food and nutrition	2
Home management and family economics	2
Textiles and clothing	1
Vocational education	1
Computer impact	1
Not specified	3

n = Number of research projects addressing content area.

various research instruments to the development of computer software programs, curriculum materials, and workshops or graduate courses. The wide distribution of products indicated that investigators had a variety of research objectives which were not tied exclusively to producing empirical generalizations through experimental research methodology.

The most common products of research were inservice or preservice workshops and courses (n=14, or 37%), gain scores on attitude, skills, or knowledge tests (n=10, or 26% of the research projects), software programs (n=9, or 24%), software evaluation (n=8, or 21%), and needs assessments or surveys (n=6, or 16%) (Table 8). Five studies (13%) produced data collected in descriptive research. The remaining studies produced theses or dissertations, written curriculum, a competency exam, and a literature review/conceptual paper.

Exemplary Projects

Forty-two exemplary projects were identifed by 38 respondents. Of these projects, 15 (36%) were completed; 21 (50%) were in

Table 8

Research Projects:

Products

Product	n
Inservice/preservice workshops or courses	14
Research findings from knowledge/attitude/ skill tests	10
Software programs	9
Software evaluation reports	8
Needs assessments/surveys	6
Data collected in descriptive research	5
Theses or dissertations	2
Curriculum materials	1
Competency exam	1
Review of literature/conceptual paper	1

n = Number of research studies with product indicated. Multiple responses were permitted in this section.

progress; and 2 (5%) were planned. In the 34 projects where professional titles for project directors were indicated, 24 were university faculty, seven were high school home economics teachers, and six were state, regional or city supervisors (Table 9).

Half of the projects (n=22) indicated multiple purposes, while the remaining half (n=20) listed a single purpose (Table 10). The project purposes from those most to least frequently reported were software evaluation, curriculum development, impact of technology on the family, software development, needs assessment, computer literacy, and network development.

Most projects (60%) provided inservice for teachers and dealt with software or courseware applications at the secondary level (62%) (Table 11). The next most common audience was preservice education (33%). Postsecondary and adult education each were the

Table 9

Exemplary Projects:

Positions of Contact Persons

Position Title	n
University faculty member	24
Secondary level home economics teacher	7
State, regional or city supervisor	6
Not specified	5

n = Number of exemplary projects with contact person in the position described.

Table 10

Exemplary Projects:

Purpose

Purpose	Single Purpose n	Multiple Purpose n
Software evaluation	8	10
Curriculum development	4	13
Impact on family	3	12
Software development	3	10
Needs assessment	1	6
Computer literacy	0	5
Network development	0	2

n = Number of exemplary projects with single or multiple purposes. Multiple responses were permitted.

Table 11

Exemplary Projects:

Audience Addressed

Audience	n
Secondary level home economics students	26
Inservice home economics teachers	25
Preservice home economics teachers/ undergraduates	14
Postsecondary level home economics students	9
Adult education participants	9
Other	4

n = Number of exemplary projects addressing audience. Multiple responses were permitted.

focus of 21% of the projects.

Content addressed by each project generally included several areas within home economics. Comprehensive consumer and homemaking education accounted for 24 (57%) projects, while occupational home economics education was addressed in 11 projects (26%) (Table 12).

When a single content area was addressed by a project, the areas most frequently addressed were food and nutrition (n=10, or 23%), child development and family relations (n=7, or 17%), and home management and family economics (n=4, or 10%). The content areas least frequently addressed were housing, home furnishings, and equipment (n=2, or 5%), and textiles and clothing (n=1, or 2%).

Five projects were identified as "not home economics related". These included other areas which were identified as utilities for instructional management, office management, and programming applications in preschool and mathematics class settings.

Although only 13 projects indicated software development as a major purpose, 17 projects indicated that some software or

Table 12

Exemplary Projects:

Content Area Addressed

Area	n
Comprehensive consumer and homemaking	24
Occupational home economics education	11
Food and nutrition	10
Child development and family relations	7
Home management and family economics	4
Housing, home furnishings, equipment	2
Textiles and clothing	1
Not home economics related	5

n = Number of exemplary projects addressing content described. Multiple responses were permitted.

courseware had been developed as a result of the project (Table 13) (Appendix C). Information on the developed products was most often available only through the project director, or individual software developer; however, one courseware package was available commercially through an educational materials agency. The next most frequently described productswere software evaluation and inservice/preservice workshops or courses.

Table 13

Exemplary Projects:

Products

Product	n
Software programs	17
Software evaluation	7
Inservice/preservice workshops or courses	4
Software selection criteria	1
Computer managed instruction	1
Published articles	1
Database of inservice needs	1
Curriculum materials	1
Thesis	1
Network survey	1
Proposal	1

n = Number of exemplary projects with product indicated.
Multiple responses were permitted in this section.

RELATIONSHIP OF NEEDS TO PROJECTS CONDUCTED

Research Projects

In general, the directions of research projects identified were consistent with needs identified by professionals. There were areas, however, where many respondents indicated an area as a research need, yet a limited number of projects were identified.

The greatest concentration of research activity was in the area of developing inservice for home economics teachers. Other popular objectives were evaluating software and developing preservice training. Such research projects were reflective of the immediate need to train teachers to use computers and to provide materials for their use.

While software evaluation and inservice/preservice education were identified as research needs, the needs identified by the largest number of respondents related to two concept areas: computers and learning, and instructional software. In particular, the subconcept identified by the most respondents was the need for a comparison of the effectiveness of instructional methods. From a review of the projects reported, only three studied the effectiveness of the computer as an instructional medium; no studies were identified which compared the computer with other instructional media.

The need for software development guidelines was also recognized by a large number of respondents. While guidelines may be outcomes of projects designed to develop or evaluate software, no such guidelines were identified as outcomes of the projects reported. As further research projects are developed, including studies comparing the effectiveness of the computer with other instructional methods, such guidelines are needed. The development and publication of guidelines is needed to provide a basis for the development of a greater number of quality software programs in home economics education.

Other research needs identified by a large number of respondents included an analysis of current use of computers and software in home economics education, and the identification of guidelines for implementing computers in the home economics curriculum. At the time of the study, few studies analyzed current use; no research studies were identified which provided guidelines for using computers in home economics instruction. This may be reflective of the infant nature of the phenomenon at the time of the study. As more home economics programs integrate computer applications, it becomes increasingly important to identify and analyze characteristics of model programs. Such data in combination with other research can serve as a basis for the development of guidelines for integrating computers in home economics.

Many respondents also identified the need for research to analyze the impact of computers on individuals and families. Only two studies were reported which focused specifically on homemakers. One dealt with use of the computer as an individualized instruction medium to teach nutrition concepts to rural homemakers. The other used a case study approach to examine the effects of the microcomputer on family relationships within the home. While it is recognized that other professions are involved in the analysis of the computer's effect on the home, home economics educators can and should provide leadership in this area.

Exemplary Projects

The exemplary projects described appeared to be progressing toward stated needs for such programs. When projects appeared to have multiple purposes, integrating technology into the home economics curriculum was a popular goal. Often the same respondents who described exemplary projects involving curriculum development were those who stressed the need to continue in this direction.

Evaluation of existing software was the most often described purpose of the exemplary projects. Criteria were developed in the evaluation process; the results of evaluation were shared with project participants and in some cases with other home economics educators. However, only one project included a reproducable document resulting from the project. It is possible that stated project needs for the comparison of effectiveness of instructional methods, learning theories, and with special groups were included in software evaluation criteria of several projects; or, the continued need to address these concerns may indicate that at present the field has not yet progressed to the point of evaluating more critically the software available.

Software development was a purpose of many projects. Just less than half identified some software product resulting from the project. For the most part, these products were not yet available to other home economics educators. The "under-development" status of several projects, and the descriptions of "short programs", "refinement of earlier work", and "adapting programs for use in the classroom" led the researchers to conclude that many efforts were still in the seminal stages.

The distinction made between "software" and "courseware" often found in the literature might well apply to the examination of these exemplary project products. The finding that more projects included software development than projects identifying software development as a major purpose, and that some respondents were reluctant to classify their own efforts as "model programs" although their peers did identify them as such, supports the belief that home economics educators were quickly gaining the skills necessary to utilize computer technology in the classroom.

However, a compendium of suitable courseware products from which to select is not yet available.

When funding information was included in project descriptions, the amounts were very limited (under $5000). Funds were often used to purchase hardware and software, to provide stipends for workshop participants, or extended pay for workshop leaders. Little evidence was included to suggest that computer programmers or educational software developers were hired to facilitate software development. The inservice emphasis of the projects, and goal of computer literacy (including programming skills) for the project audience may provide some explanation for the apparent hesitancy to make the software products available on a large scale.

Finally, it appeared that a recognition of the need to develop networks of computer-using home economics educators was beginning to be realized. Comments that software lending libraries were established or recommended, that public-domain software was shared, and that individual software developers were willing to informally share their work with others all supported the desire for network development. Although only two projects specifically included network development, perhaps it was an underlying motivation of several project directors and workshop participants to expand their contacts with other computer-using home economics educators.

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, the field of home economics education is moving quickly toward addressing and maximizing the potential impact of computers. Considerable activity has been initiated in the field through both research and exemplary project efforts.

Initial research and exemplary project efforts at the time of the survey have concentrated primarily on inservice for home economics teachers. Other areas in which considerable activity has been initiated included the development and evaluation of secondary level software applications. These emphases on teacher inservice and software development/evaluation were concluded to be natural outcomes of the immediate concern that home economics teachers and programs are involved in the technology explosion.

Further needs for research and exemplary projects must be addressed in order for the field to realize the full potential of the computer in home economics education. As a result of this national survey of research and exemplary projects in home economics education, five needs have been identified. The first three needs relate to content directions for research and exemplary projects. The last two needs relate to organization and administration of projects.

First, the computer's effectiveness as an instructional medium in comparisonwith other forms of media needs to be addressed. No studies in home economics education were identified which focused on this area. Without a sufficient base to analyze instructional effectiveness, computers may be used to teach home economics content simply because the computer is currently a popular learning tool. The long term implication is that the computer may become less popular with students because it is not used in its most effective sense. In addition to developing research in the field, home economics educators can draw upon research findings on computer effectiveness from other fields, such as education.

A second need is to develop home economics curriculum integrating computer applications. There was some evidence to suggest that this was beginning to happen at the time of the survey. Home economics curriculum integrating computer applications would include an analysis of "high tech" as well as "high touch" applications. Specific directions for curriculum would include: using the computer as a learning tool, analyzing technological applications in the home, and analyzing the meaning of technology in personal and family life. Such a curriculum should identify applications to comprehensive consumer and homemaking education, as well as the development of specialized course(s) concentrating on technological applications to personal and family life. Possible approaches to addressing this need would include the identification and analysis of model programs.

Third, guidelines for software development in home economics

education need to be identified. Consistently, respondents identified concerns for quality software assurances. There is evidence to support that this need was beginning to be addressed. Preliminary efforts in many states included an analysis of software that was available. Software development guidelines would also need to be based on an understanding of the effectiveness of the computer as an instructional medium.

Fourth, individuals initiating projects in this area should consider focusing projects on one or two main objectives. A natural tendency in developing a project in a new area is to develop more objectives than often can be reasonably achieved considering available resources.

Fifth and finally, some organization and coordination of computer research and exemplary project activities in home economics education is needed. From a review of the projects conducted, several projects had similar objectives and, as a result, produced similar outcomes. Some duplication of effort is reflective of the infant nature of the area, and, of course, is necessary. Since in many cases funding was limited, the field could benefit by some organization and coordination of activity. This project is an initial effort to achieve that end.

APPENDIX A

Research Projects: Summary Table

Code	State	Purpose of Project	Research Sample	Product #1	Product #2	Content Area
0504	CA	Software development	Undergraduates	Competency exam	Software program	Comp. HE
0601	CO	Software evaluation	Software	Evaluation report	Software program	Comp. HE
0601	CO	Action research	Inservice teachers	Workshop	Pre-post findings	Comp. HE
0701	CT	Software development	Software	Software program	NONE	CDFR
0701	CT	Action research	Secondary students	Curriculum	Software applications	F/N
1301	ID	Action research	Inservice teachers	Workshop	Pre-post findings	Comp. HE
1401	IL	Software development	Preschoolers	Software	Pre-post findings	CDFR
1803	KY	Software development	Software	Software program	NONE	Comp. HE
1803	KY	Action research	Inservice teachers	Inservice workshop	Needs assessment	Comp. HE
1906	LA	Action research	Preservice teachers	Workshops/ courses	Pre-post findings	NS
2003	ME	Action research	Inservice teachers	Workshops	Pre-post findings	Comp. HE
2101	MD	Action research	Inservice teachers	Workshops	NONE	CDFR
2306	MI	Media effectiveness	NS*	Software program	Pre-post findings	T/C
2403	MN	Media effectiveness	Rural homemakers	Software program	Pre-post findings	F/N

Code	State	Purpose of Project	Research Sample	Product #1	Product #2	Content Area
2403	MN	Action research	Extension agents	Workshop	Pre-post findings	NS
2501	MS	Action research	Inservice teachers	Workshops	Pre-post findings	Comp. HE
2504	MS	Action research	Extension agents	Needs assessment data	Software program	Home Mgt.
2504	MS	Action research	Undergraduates	Workshop/Course	NONE	Home Mgt.
2803	NE	Software evaluation	Software	Evaluation report	NONE	Comp. HE
3201	NM	Action research	Inservice teachers	Software evaluation	Workshop	Comp. HE
3201	NM	Descriptive research	Secondary students	Research findings	Workshop	Comp. HE
3601	OH	Action research	Pre/Inservice teacher	Workshop	Pre-post findings	Comp. HE
3605	OH	Evaluation/Needs Assessment	Inservice teachers	Needs assessment data	NONE	NS
3902	PA	Descriptive research	Inservice teachers	Dissertation	NONE	Comp. HE
3902	PA	Action research	Inservice teachers	Workshops	NONE	Comp. HE
3902	PA	Evaluation/Needs Assessment	Inservice teachers	Needs assessment data	NONE	Comp. HE
3902	PA	Review of literature	Literature on Computer Use	Literature review	Recommendations	Voc. Ed.
3903	PA	Evaluation	Software	Evaluation report	NONE	CDFR
3904	PA	Software evaluation	Software	Evaluation report	NONE	Comp. HE
4103	SC	Software evaluation	Software	Evaluation report	Software programs	Comp. HE
4201	SD	Needs assessment	Inservice teachers	Needs assessment data	NONE	Comp. HE

Code	State	Purpose of Project	Research Sample	Product #1	Product #2	Content Area
4202	SD	Descriptive research	Inservice teachers	Research findings	NONE	Comp. HE
4706	VA	Descriptive research	Inservice teachers	Research findings	NONE	Comp. HE
4902	WV	Software evaluation	Software	Evaluation report	NONE	Comp. HE
4903	WV	Software evaluation	Software	Evaluation report	NONE	Comp. HE
5009	WI	Needs assessment	Inservice teachers	Needs assessment data	NONE	Comp. HE
5012	WI	MS Thesis	Family Groups	Research findings	NONE	Computer Impact
5012	WI	Action research	Graduate students	Course	NONE	Comp. HE

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Abbreviations:
- NS : Not specified
- CDFR : Child Development and Family Relations
- F/N : Foods and Nutrition
- Home Mgt: Home Management
- T/C : Textiles and Clothing
- Comp. HE: Comprehensive Home Economics

APPENDIX B

Exemplary Projects: Summary Table

Code	State	Purpose of Project	Product #1	Product #2	Content Area
0104	AL	Curriculum development	Computer managed instruction	NONE	Education
0301	AZ	Entrepreneurship	Software development	NONE	Computer entrepreneurship
0302	AZ	Software development	Software development	NONE	TC
0507	CA	Software evaluation	State roadshow	Community College workshop	Comp. HE, OHE
0702	CT	Software development	Software development	NONE	Comp. HE
0702	CT	Needs assessment	NS	NONE	FN
0702	CT	Software evaluation	NS	NONE	CDFR, FN
1301	ID	Workshops	Software evaluation	NONE	Comp. HE
1401	IL	Software development	Software development	NONE	CDFR, Preschool Education
1503	IN	Software evaluation	NS	NONE	Comp. HE, OHE
1602	IA	Software evaluation	Software development	NONE	FN
1706	KS	Software evaluation	Software evaluation document	NONE	Comp. HE
1803	KY	Workshop	Software development	NONE	Comp. HE
1803	KY	Workshop	Software development	Published articles	Comp. HE, Math
1907	LA	Needs assessment	Data base of in-service needs	NONE	Comp. HE, OHE

Code	State	Purpose of Project	Product #1	Product #2	Content Area
2003	ME	Curriculum development	Training workshops	NONE	Comp. HE, OHE
2101	MD	Software evaluation	Model inservice project	NONE	Comp. HE, Inst. Mgt.
2501	MS	Training application	Workshop for teachers	NONE	Comp. HE, Dept. Mgt.
2601	MO	Curriculum development	NS	NONE	CDFR
2602	MO	One week course	Course syllabus	NONE	Comp. HE
2807	NE	Impact on families	NS	NONE	NS
3201	NM	Classroom management	Software evaluation	NONE	Comp. HE
3202	NM	Software evaluation	Software evaluation	NONE	FN
3301	NY	Curriculum development	Software development	NONE	Comp. HE
3302	NY	Curriculum development	Food service curriculum	NONE	OHE
3304	NY	Software development	Software program	NONE	FN
3601	OH	Workshop	Software development	NONE	Comp. HE
3701	OK	Impact on family	Short demo. programs	NONE	Comp. HE
3706	OK	Curriculum development	Software development	Energy consumption unit	HMFE
3708	OK	Software development	13 software programs	NONE	Comp. HE
3901	PA	Software development	Software development	NONE	FN

Code	State	Purpose of Project	Product #1	Product #2	Content Area
3903	PA	Software evaluation	Master's paper	NONE	Comp. HE
3904	PA	Software evaluation	Booklet of evaluations	NONE	Comp. HE Ins. Mgt.
4201	SD	Network survey	Survey results	NONE	Comp. HE
4202	SD	Networking	Software development	NONE	Comp. HE
4301	TN	Needs assessment	Proposal	NONE	CDFR
4504	UT	Software development	Software development	NONE	Comp. HE
4604	VT	Software evaluation	Software evaluation	NONE	Comp. HE
4704	VA	Software evaluation	Software	NONE	FN, HMFE
5005	WI	Curriculum development	Software evaluation	Software selection criteria	Comp. HE

Abbreviations:

NS	:	Not Specified
CDFR	:	Child Development and Family Relations
FN	:	Foods and Nutrition
HHFE	:	Housing, Home Furnishings, and Equipment
HMFE	:	Home Management and Family Economics
TC	:	Textiles and Clothing
Comp. HE	:	Comprehensive Home Economics
OHE	:	Occupational Home Economics
Inst.Mgt	:	Instructional Management

APPENDIX C

Software Produced by Exemplary Projects

Subject/Title	In Process	Complete
Occupational Home Economics		
Careers in home economics education		X
Free enterprise in the classroom	X	
Entrepreneurship	X	
Work experience simulator to provide experience in hotel/motel/hospitality careers	X	
Food and Nutrition		
Nutrient density diet analysis		X
Programs in nutrition		X
What I usually eat (food intake assessment device for elementary students)		X
Analyze school lunch menus from 45-item list		X
Nutritive values of foods		X
Diet analysis based on RDA's	X	
Textiles and Clothing		
Fantastic fibers		X
Human Development		
Reading readiness program for pre-school		X
Family crisis/stress and child development	X	
Consumer Economics and Resource Management		
The problem of energy consumption		X
Four management programs		X
Cost estimate for painting interior walls		X
Home Economics Education		
Four home economics programs		X
Short demonstration programs for home economics classes		X
Programs in all areas, non-commercial		X
Instructional management by computer based teacher education		X
Eight programs of program instruction and quizzes		X
Computers and the elderly	X	

APPENDIX D

Survey Instrument

THE UNIVERSITY OF NORTH DAKOTA

DEPARTMENT OF HOME ECONOMICS & NUTRITION
Box 8273, University Station
Grand Forks, North Dakota 58202
(701) 777-2539

February 22, 1984

TO: Teacher Educators and State Supervisors
Vocational Home Economics Education

The AVA Home Economics Division Standing Research Committee has formed a Subcommittee on Computer Research in Home Economics Education. One of the first tasks of this subcommittee is to assess the "state of the art" of research and exemplary projects related to computers in home economics education. This assessment will provide a basis for facilitating communication and for stimulating further research and creative efforts in the field.

Please complete the enclosed "National Survey on Computer Research and Exemplary Projects in Home Economics Education" by March 15. If you know a colleague who has been directly involved, feel free to forward a copy of the survey to her/him to complete. If you have not had a research or exemplary project, complete only page 1 and return. In accordance with human subjects guidelines, filling out the questionnaire implies consent to participate in the survey.

This study is being supported in part by the U.S. Department of Education through the Vocational Home Economics Education annual program of work. If you have questions or comments about the survey, please contact either of us or subcommittee members Cheryl Hausafus, Iowa State University (515-294-5307) or Daun Anderson, the Pennsylvania State University (814-863-3860).

We look forward to hearing from you.

Sincerely,

Glinda B. Crawford
Subcommittee Chairwoman
Home Economics and Nutrition
University of North Dakota
P.O. Box 8273
Grand Forks, ND 58202
701-777-2539

Bertha G. King
Education Program Specialist
Vocational Home Economics Education
OVAE-DVES-PSB ROB #3, Rm. 5652
Washington, D.C. 20202
202-245-9786

sw

NATIONAL SURVEY OF RESEARCH AND EXEMPLARY PROJECTS
ON COMPUTERS IN HOME ECONOMICS EDUCATION

Return by March 15 to: Glinda B. Crawford
Home Economics and Nutrition
University of North Dakota
P.O. Box 8273
Grand Forks, ND 58202

Questionnaire completed by:

Check: (1) _____Teacher Educator (0)
_____State Supervisor (1)
_____Other (Describe) (2)

(2) (3) (4) (5)

Name _____

Address _____

_____Phone_____

_____I would like a copy of the project report.

CODE

I. Describe your perception of research needs related to computers and home economics education.

(6) _____
(7) _____
(8) _____
(9) _____
(10) _____
(11) _____
(12) _____
(13) _____
(14) _____
(15) _____

II. Describe your perception of exemplary project needs relative to computers and home economics education. (Not listed above)

(16) _____
(17) _____
(18) _____
(19) _____
(20) _____
(21) _____

III. Are you aware of model secondary, postsecondary, or adult programs in which home economics educators are teaching a course or courses on computer applications to individuals and/or families.

Check: (22) _____ No (0) _____ Yes (1)

If Yes, list the following information for up to three:
Educator's name
Position
Address
Phone
Brief description

IV. This section requests information on projects related to computers in home economics education. This would include:

Projects in homemaking or occupational home economics education.

Projects in Comprehensive Consumer & Homemaking Education or in Specialized areas(e.g. nutrition, child development)

Projects completed, in progress, or planned.

If you are reporting on more than one project, please make additional copies of pages 2 and 3 to complete. In addition, if you know a colleague who should report on a computer project because of its implications for home economics education, please duplicate these pages for her/him to complete and return.

A. Project Title:

B. Level:
(Check all that apply)

(23) _____Elementary education
(24) _____Secondary education
(25) _____Postsecondary education
(26) _____Adult education
(27) _____Preservice education
(28) _____Inservice education
(29) _____Other

C. Area:
(Check all that apply)

(30) _____Child development and family relations
(31) _____Food and nutrition
(32) _____Home management and family economics
(33) _____Housing, home furnishings, equipment
(34) _____Textiles and clothing
(35) _____Occupational Home Economics Education
(36) _____Comprehensive: Consumer & Homemaking Ed.
(37) _____Other (describe)

D. Type of Project:
(Check all that apply)

(38) _____Needs assessment
(39) _____Software development
(40) _____Curriculum development
(41) _____Software evaluation
(42) _____Impact of technology on the family
(43) _____Other (list)

E. Project Status:

(44) _____Completed (0)
_____In Progress (1)
_____Planned (2)

F. Contact person:

Name
Position
Role in project
Phone
Address

G. Did software result from this project? (45) _____No (0) _____Yes (1)

If Yes, describe software and availability.

H. Was this a research project? (46) _____No (0) _____Yes (1)

If Yes,

Did the research findings relate to attitude/knowledge/skills of participants? (47) _____No (0) _____Yes (1) _____NA (2)

Was a pre-post analysis done? (48) _____No (0) _____Yes (1) _____NA (2)

I. Project Description: (Include objectives, methods, results, recommendations, completion date. Also, attach supporting material if desired.)

Thanks for your help!

Home Economics Education

Computer Research and Exemplary Projects:

SUPPLEMENTS

Supplement 1: Research Projects: Respondents.....1
Supplement 2: Research Projects: Descriptions.....2
Supplement 3: Exemplary Projects: Respondents.....15
Supplement 4: Exemplary Projects: Descriptions.....16

NOTES: Data for projects are presented by a four digit code. The respondent who provided information about the project and the project contact person are identified; in some cases, the respondent was not identified as the project contact person.

For further information about this national survey, contact either of the three authors:

Glinda B. Crawford
Home Ec. & Nutr.
Univ. of N.D.
Grand Forks, ND 58502

Daun M. Anderson
Home Economics
Univ. of Texas-Austin
Austin, TX 78712

Cheryl O. Hausafus
Home Ec. Ed.
Iowa State Univ.
Ames, IA 50011

This project was completed with consultation and technical assistance from Bertha G. King, Education Program Specialist, Office of Vocational and Adult Education, Division of Vocational Education, Occupational Program Branch, U.S. Department of Education.

1985

Supplement 1

Research Projects: Respondents

Code	Respondent	Title	Institution	Address	City	State	Zip
0504	Ruby L. Trow	Professor	CA State Poly. Univ.	3801 W. Temple	Pomona	CA	91768
0601	Valerie Sorenson	Teacher Educator	Univ. of Northern Colorado	McKee Hall, Room 405	Greeley	CO	80639
0601	Valerie Sorenson	Teacher Educator	Univ. of Northern Colorado	McKee Hall, Room 405	Greeley	CO	80639
0701	Katherine Brophy	State Supervisor	Dept. of Education	HGC, P. O. Box 2219	Hartford	CT	06145
0701	Katherine Brophy	State Supervisor	Dept. of Education	HGC, P. O. Box 2219	Hartford	CT	06145
1301	Laura Miller	Teacher Educator	University of Idaho	School of Home Economics	Moscow	ID	83843
1401	Kathryn W. Smith	Professor of Home Ec	Illinois State University		Normal	IL	61761
1803	Virginia M. Slimmer	Department Chair	Murray State University	Department of Home Economics	Murray	KY	42071
1803	Virginia M. Slimmer	Department Chair	Murray State University	Department of Home Economics	Murray	KY	42071
1906	Daisy H. Daniels	Teacher Educator	Northeast Louisiana Univ.	Department of Home Economics	Monroe	LA	71209
2003	Carolyn Drugge	Coordinator	University of Maine	32 Ricker Hall	Farmington	ME	04938
2101	Louis A. Tanney	State Supervisor	Maryland Dept. of Ed.	200 W. Baltimore St.	Baltimore	MD	21201
2306	Mary Krieger	Teacher Educator	Eastern Michigan Univ.	108 Roosevelt Bldg.	Ypsilanti	MI	48197
2403	Jerry M. McClelland	Teacher Educator	University of Minnesota	325 Vocational Ed. Bldg.	St. Paul	MN	55108
2403	Jerry M. McClelland	Teacher Educator	University of Minnesota	325 Vocational Ed. Bldg.	St. Paul	MN	55108
2501	Kay Clayton	Associate Professor	Univ. of So. Mississippi	School of Home Economics	Hattiesburg	MS	39406
2504	Sara Jordan	Teacher Educator	Delta State University	P.O. Box 3273	Cleveland	MS	38733
2504	Sara Jordan	Teacher Educator	Delta State University	P.O. Box 3273	Cleveland	MS	38733
2803	LaVera Roemhildt	Teacher Educator	Wayne State College	Home Economics Dept.	Wayne	NE	68787
3201	Cathleen T. Love	Assistant Professor	New Mexico State Univ.	Box 3470	Las Cruces	NM	88003
3201	Cathleen T. Love	Assistant Professor	New Mexico State Univ.	Box 3470	Las Cruces	NM	88003
3601	Dorothy West	Instructor	Youngstown State Univ.	Home Economics Dept.	Youngstown	OH	44555
3605	Joanna Kister	State Supervisor		65 South Front St.-912	Columbus	OH	43215
3902	Daun Anderson	Instructor	Pennsylvania State Univ.	206 Rackley	University Park	PA	16802
3902	Daun Anderson	Instructor	Pennsylvania State Univ.	206 Rackley	University Park	PA	16802
3902	Daun Anderson	Instructor	Pennsylvania State Univ.	206 Rackley	University Park	PA	16802
3902	Daun Anderson	Instructor	Pennsylvania State Univ.	206 Rackley	University Park	PA	16802
3903	Susan F. Weis	Associate Professor	Pennsylvania State Univ.	203 Rackley Building	University Park	PA	16802
3904	Helen B. Hovis	Assistant Professor	Indiana Univ. of PA	108 Ackerman Hall	Indiana	PA	15705
4103	Patricia E. Hoepfl	State Consultant		117 1/2 N. Main St.	Anderson	SC	29621
4201	Brenda M. Bak	State Supervisor	Division of Voc. Ed.	Kneip Building	Pierre	SD	57501
4202	Edna Page Anderson	Head, HEEd Dept.	South Dakota State Univ.	H-N 305, Box 2275A	Brookings	SD	57006
4706	Daisy Cunningham	Assistant Professor	Virginia Tech Univ.	211 Lane Hall	Blacksburg	VA	24061
4902	Elaine J. Preece	Secondary Teacher		2920 Birch Avenue	Pt. Pleasant	WV	25550
4903	Robin White	State Supervisor		Building 86, Room B243	Charleston	WV	25305
5809	Beatrice Petrich	Professor	Univ. of Wisconsin-Madison	Home Economics Building	Madison	WI	53706
5012	Linda Brucker	Graduate Assistant	Univ. of Wisconsin-Stout	125 Home Economics Building	Stout	WI	54751
5012	Linda Brucker	Graduate Assistant	Univ. of Wisconsin-Stout	125 Home Economics Building	Stout	WI	54751

Supplement 2

Research Projects: Descriptions

0504
Respondent: Ruby L. Trow

CA State Poly. Univ.
3801 W. Temple
Pomona CA 91768

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. development
Project Status-3/84: In progress
Research Subject(s): Undergraduates

Product #1: Competency exam
Product #2: Sftwre. program
Content Area #1: Comp. HE
Content Area #2: Occ. HE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

0601
Respondent: Valerie Sorenson

Univ. of Northern Colorado
McKee Hall, Room 405
Greeley CO 80639

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: Sftwre. program
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

0601
Respondent: Valerie Sorenson

Univ. of Northern Colorado
McKee Hall, Room 405
Greeley CO 80639

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Inservice tchrs.

Product #1: Workshop
Product #2: Pre-post findings
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

0701
Respondent: Katherine Brophy

Dept. of Education
HGC, P. O. Box 2219
Hartford CT 06145

Contact Person: Kathleen Gilligan
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Tomlinson Jr. High
Unquowa Road
Fairfield CT 06430

Purpose of Project: Sftwre. development
Project Status-3/84: In progress
Research Subject(s): Sftwre.

Product #1: Sftwre. program
Product #2: NONE
Content Area #1: CDFR
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

0701
Respondent: Katherine Brophy

Dept. of Education
HGC, P. O. Box 2219
Hartford CT 06145

Contact Person: Beverly Coyle
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

14 Mohawk Drive
Norwalk CT 06851

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Secondary students

Product #1: Curriculum
Product #2: Sftwre. applictns.
Content Area #1: F/N
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

1301
Respondent: Laura Miller

University of Idaho
School of Home Economics
Moscow ID 83843

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Inservice tchrs.

Product #1: Workshop
Product #2: Pre-post findings
Content Area #1: Comp. ME
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: NSe
Pre-Post Analysis?: Yes

1401
Respondent: Kathryn W. Smith

Illinois State University
Normal IL 61761

Contact Person: Elizabeth Stickman
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Lyons Township High School
100 S. Brainard, North Campus
LaGrange IL 60525

Purpose of Project: Sftwre. development
Project Status-3/84: Completed
Research Subject(s): Preschoolers
Product #1: Sftwre.
Product #2: Pre-post findings
Content Area #1: CDFR
Content Area #2: Preschool education
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

1803
Respondent: Virginia M. Slimmer

Murray State University
Department of Home Economics
Murray KY 42071

Contact Person: Judith Payne
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Murray State University
Department of Home Economics
Murray KY 42071

Purpose of Project: Sftwre. development
Project Status-3/84: Completed
Research Subject(s): Sftwre.

Product #1: Sftwre. program
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

1803
Respondent: Virginia M. Slimmer

Murray State University
Department of Home Economics
Murray KY 42071

Contact Person: Judith Payne
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Murray State University
Department of Home Economics
Murray KY 42071

Purpose of Project: Action research
Project Status-3/84: Planned
Research Subject(s): Inservice tchrs.

Product #1: Inservice workshop
Product #2: Needs assess.
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

1906
Respondent: Daisy H. Daniels

Northeast Louisiana Univ.
Department of Home Economics
Monroe LA 71209

Contact Person: Ann Kapp
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Northeast Louisiana Uni.
Department of Home Economics
Monroe LA 71209

Purpose of Project: Action research
Project Status-3/84: Completed
Research Subject(s): Preservice tchrs.

Product #1: Workshops/courses
Product #2: Pre-post findings
Content Area #1: NS
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2003
Respondent: Carolyn Drugge

University of Maine
32 Ricker Hall
Farmington ME 04938

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Inservice tchrs.

Product #1: Workshops
Product #2: Pre-post findings
Content Area #1: Comp. HE
Content Area #2: Occ. HE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2101
Respondent: Louis A. Tanney

Maryland Dept. of Ed.
200 W. Baltimore St.
Baltimore MD 21201

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Inservice tchrs.

Product #1: Workshops
Product #2: NONE
Content Area #1: CDFR
Content Area #2: F/N
Content Area #3: Housing/Home Manage.
Changes in K/A/S?: No
Pre-Post Analysis?: No

2306
Respondent: Mary Krieger

Eastern Michigan Univ.
108 Roosevelt Bldg.
Ypsilanti MI 48197

Contact Person: Mary Krieger
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Eastern Michigan Univ.
108 Roosevelt Bldg.
Ypsilanti MI 48197

Purpose of Project: Media effectiveness
Project Status-3/84: In progress
Research Subject(s): NS*

Product #1: Sftware. program
Product #2: Pre-post findings
Content Area #1: T/C
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2403
Respondent: Jerry M. McClelland

University of Minnesota
325 Vocational Ed. Bldg.
St. Paul MN 55108

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Media effectiveness
Project Status-3/84: In progress
Research Subject(s): Rural homemakers

Product #1: Sftware. program
Product #2: Pre-post findings
Content Area #1: F/N
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2403
Respondent: Jerry M. McClelland

University of Minnesota
325 Vocational Ed. Bldg.
St. Paul MN 55108

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Extension agents

Product #1: Workshop
Product #2: Pre-post findings
Content Area #1: NS*
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

2501
Respondent: Kay Clayton

Univ. of So. Mississippi
School of Home Economics
Hattiesburg MS 39406

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Inservice tchrs.

Product #1: Workshops
Product #2: Pre-post findings
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2504
Respondent: Sara Jordan

Delta State University
P.O. Box 3273
Cleveland MS 38733

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Extension agents

Product #1: Needs assess. data
Product #2: Sftwre. program
Content Area #1: Home Mgt.
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2504
Respondent: Sara Jordan

Delta State University
P.O. Box 3273
Cleveland MS 38733

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: In progress
Research Subject(s): Undergraduates

Product #1: Workshop/Course
Product #2: NONE
Content Area #1: Home Mgt.
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

2903
Respondent: LaVera Roenhildt

Wayne State College
Home Economics Dept.
Wayne NE 68787

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: In progress
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

3201
Respondent: Cathleen T. Love

New Mexico State Univ.
Box 3470
Las Cruces NM 88003

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: Planned
Research Subject(s): Inservice tchrs.

Product #1: Sftwre. evaluation
Product #2: Workshop
Content Area #1: Comp. HE
Content Area #2: Occ. HE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

3201
Respondent: Cathleen T. Love

New Mexico State Univ.
Box 3470
Las Cruces NM 88003

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Descriptive resrch.
Project Status-3/84: Planned
Research Subject(s): Secondary students

Product #1: Research findings
Product #2: Workshop
Content Area #1: Comp. HE
Content Area #2: Occ. HE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

3601
Respondent: Dorothy West

Youngstown State Univ.
Home Economics Dept.
Youngstown OH 44555

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Action research
Project Status-3/84: Planned
Research Subject(s): Pre/Inservice tchr

Product #1: Workshop
Product #2: Pre-post findings
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: Yes

3605
Respondent: Joanna Kister

65 South Front St.-912
Columbus OH 43215

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Eval./Needs Assess.
Project Status-3/84: Completed
Research Subject(s): Inservice tchrs.

Product #1: Needs assess. data
Product #2: NONE
Content Area #1: NS#
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

3902
Respondent: Daun Anderson

Pennsylvania State Univ.
206 Rackley
University Park PA 16802

Contact Person: Daun Anderson
NOTE: NEW ADDRESS (as of 9/84)

Univ. of Texas/Austin
239 Gearing Hall
Austin TX 78712

Purpose of Project: Descriptive resrch.
Project Status-3/84: In Progress
Research Subject(s): Inservice tchrs.

Product #1: Dissertation
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

3902
Respondent: Daun Anderson

Pennsylvania State Univ.
206 Rackley
University Park PA 16802

Contact Person: Daun Anderson
NOTE: NEW ADDRESS (as of 9/84)

Univ. of Texas/Austin
239 Gearing Hall
Austin TX 78712

Purpose of Project: Action research
Project Status-3/84: Completed
Research Subject(s): Inservice tchrs.

Product #1: Workshops
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

3902
Respondent: Daun Anderson

Pennsylvania State Univ.
206 Rackley
University Park PA 16802

Contact Person: Daun Anderson
NOTE: NEW ADDRESS (as of 9/84)

Univ. of Texas/Austin
239 Gearing Hall
Austin TX 78712

Purpose of Project: Eval./Needs Assess
Project Status-3/84: Completed
Research Subject(s): Inservice tchrs.

Product #1: Needs assess. data
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

3902
Respondent: Daun Anderson

Pennsylvania State Univ.
206 Rackley
University Park PA 16802

Contact Person: Daun Anderson
NOTE: NEW ADDRESS (as of 9/84)

Univ. of Texas/Austin
239 Gearing Hall
Austin TX 78712

Purpose of Project: Review of lit.
Project Status-3/84: Completed
Research Subject(s): Lit. on Cnptr. Use

Product #1: Lit. review
Product #2: Recommendations
Content Area #1: Voc. Ed.
Content Area #2: HEEd
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

3903
Respondent: Susan F. Weis

Pennsylvania State Univ.
203 Rackley Building
University Park PA 16802

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Evaluation
Project Status-3/84: In progress
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: NONE
Content Area #1: CDFR
Content Area #2: F/N
Content Area #3: T/C
Changes in K/A/S?: No
Pre-Post Analysis?: No

3904
Respondent: Helen B. Hovis

Indiana Univ. of PA
108 Ackerman Hall
Indiana PA 15705

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

4103
Respondent: Patricia E. Hoepfl

117 1/2 N. Main St.
Anderson SC 29621

Contact Person: Emily Wiggins
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Clemson University
240 P & AS Building
Clemson SC 29631

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: Sftwre. programs
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: Yes

4201
Respondent: Brenda M. Bak

Division of Voc. Ed.
Kneip Building
Pierre SD 57501

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Needs assess.
Project Status-3/84: Completed
Research Subject(s): Inservice tchrs.

Product #1: Needs assess. data
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

4202
Respondent: Edna Page Anderson

South Dakota State Univ.
H-N 305, Box 2275A
Brookings SD 57006

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Descriptive resrch.
Project Status-3/84: Completed
Research Subject(s): Inservice tchrs.

Product #1: Research findings
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

4706
Respondent: Daisy Cunninghan

Virginia Tech Univ.
211 Lane Hall
Blacksburg VA 24061

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Descriptive resrch.
Project Status-3/84: In progress
Research Subject(s): Inservice tchrs.

Product #1: Research findings
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

4902
Respondent: Elaine J. Preece

2920 Birch Avenue
Pt. Pleasant WV 25550

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: In progress
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: Occ. HE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

4903
Respondent: Robin White

Building #6, Room B243
Charleston WV 25305

Contact Person: Elaine Preece
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Wahama High School
P.O. Box 348
Mason WV 25260

Purpose of Project: Sftwre. evaluation
Project Status-3/84: In progress
Research Subject(s): Sftwre.

Product #1: Eval. report
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: Occ. HE
Content Area #3: NONE
Changes in K/A/S?: No
Pre-Post Analysis?: No

5009
Respondent: Beatrice Petrich

Univ. of Wisconsin-Madison
Home Economics Building
Madison WI 53706

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Needs assess.
Project Status-3/84: Completed
Research Subject(s): Inservice tchrs.

Product #1: Needs assess. data
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

5012
Respondent: Linda Brucker

Univ. of Wisconsin-Stout
125 Home Economics Building
Stout WI 54751

Contact Person: Linda Brucker
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: MS Thesis
Project Status-3/84: In progress
Research Subject(s): Family groups

Product #1: Research findings
Product #2: NONE
Content Area #1: Cmptr. Impacts
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: Yes
Pre-Post Analysis?: No

5012
Respondent: Linda Brucker

Univ. of Wisconsin-Stout
125 Home Economics Building
Stout WI 54751

Contact Person: Cheryl Fedge
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Univ. of Wisconsin-Stout
125 Home Economics Building
Stout WI 54751

Purpose of Project: Action research
Project Status-3/84: Completed
Research Subject(s): Graduate students

Product #1: Course
Product #2: NONE
Content Area #1: Comp. HE
Content Area #2: NONE
Content Area #3: NONE
Changes in K/A/S?: NS*
Pre-Post Analysis?: NS*

Supplement 3

Exemplary Projects

Code	Respondent	Title	Institution	Address	City	St	Zip
0104	Lillie R. Mays	Teacher Educator	Tuskegee Institute	Dept. of Voc. Ed.	Tuskegee	AL	36088
0301	Mary Lewkowitz	State Supervisor	NS*	1535 West Jefferson	Phoenix	AZ	85007
0302	Doris Manning	Teacher Educator	NS*	5790 Placita Esplendora	Tucson	AZ	85718
0507	Colleen M. Carr	Department Chair	Ohlone College	P. O. Box 3909	Fremont	CA	94539
0702	Katherine Brophy	State Supervisor	Dept. of Educ.	HGC, P. O. Box 2219	Hartford	CT	06145
0702	Katherine Brophy	State Supervisor	Dept. of Educ.	HGC, P. O. Box 2219	Hartford	CT	06145
0702	Katherine Brophy	State Supervisor	Dept. of Educ.	HGC, P. O. Box 2219	Hartford	CT	06145
0702	Katherine Brophy	State Supervisor	Dept. of Educ.	HGC, P. O. Box 2219	Hartford	CT	06145
1301	Laura Miller	NS*	Univ. of Idaho	School of Home Econ.	Moscow	ID	83843
1401	Kathryn W. Smith	Professor	Illinois State Univ.	Dept. of Home Econ.	Normal	IL	61761
1503	B. Jeanette Miller	Professor	Ball State Univ.	Dept. of Home Econ.	Muncie	IN	47306
1602	Alyce M. Fanslow	Professor	Iowa State Univ.	219 MacKay Hall	Ames	IA	50011
1706	Carole Oberle	State Supervisor	State Dept. of Educ.	120 East 10th	Topeka	KS	66612
1803	Virginia M. Slimmer	Department Chair	Murray State Univ.	Dept. of Home Econ.	Murray	KY	42071
1803	Virginia M. Slimmer	Department Chair	Murray State Univ.	Dept. of Home Econ.	Murray	KY	42071
1907	Barbara Moore	Associate Professor	Louisiana State Univ.	School of Voc. Educ.	Baton Rouge	LA	70803
2003	Carolyn Drugge	Coordinator	HE Occ. Resource Ctr	32 Ricker Hall	Farmington	ME	04938
2101	Louise A. Tanney	State Supervisor	State Dept. of Educ.	200 West Baltimore Street	Baltimore	MD	21201
2501	Kay Clayton	Assoc. Prof. & Chair	Univ. of So. Mississippi	School of Home Econ.	Hattiesburg	MS	39406
2601	Paula Hartsfield	State Supervisor	Elem. & Sec. Educ.	P. O. Box 480	Jefferson City	MO	65102
2602	Carol E. Kellett	Department Chair	Cntrl Missouri St. Univ.	250 Grinstead	Warrensburg	MO	64093
2807	Melinda Holcombe	Teacher Educator	NS*	131 Home Econ. Bldg.	Lincoln	NE	68583
3201	Cathleen T. Love	Assistant Professor	New Mexico St. Univ.	Box 3470	Las Cruces	NM	88003
3202	Laine Renfro	State Supervisor	State Dept. of Educ.	NS*	Sante Fe	NM	87501
3301	Margaret Charters	Director/Cnsmr Studies	Syracuse University	224 Slocum Hall	Syracuse	NY	13210
3302	Shirley E. Greenwal	City Supervisor	Bureau of Home Econ.	347 Baltic Street, Room 304	Brooklyn	NY	11201
3304	Arline Rubin	Teacher Educator	NS*	175 West 12 Street	New York City	NY	10011
3601	Dorothy West	Instructor	Youngstown State Univ.	HE Dept., Cushwa Hall	Youngstown	OH	44555
3701	Donna Boyd	Instructor	East Central Univ.	2204 Foster Drive	Ada	OK	74820
3706	Anna M. Gorman	Teacher Educator	Oklahoma State Univ.	143 HEW	Stillwater	OK	74078
3708	Nevaleen Selmat	Teacher Educator	NS*	Box 452	Wakita	OK	NS
3901	Marilyn S. Prehm	Doctoral Student	Pennsylvania St. Univ.	212 Rackley Building	University Park	PA	16802
3903	Susan F. Weis	Associate Professor	Pennsylvania St. Univ.	203 Rackley Building	University Park	PA	16802
3904	Helen B. Hovis	Assistant Professor	Indiana Univ. of Penn.	108 Ackerman Hall	Indiana	PA	15705
4201	Brenda M. Bak	State Supervisor	Dvsn of Voc. Educ.	Kneip Bldg.	Pierre	SD	57501
4202	Edna Page Anderson	Head, Home Econ. Educ.	South Dakota St. Univ.	HN 305, Box 2275A	Brookings	SD	57006
4301	Gearldean Johnson	Teacher Educator	Tennessee State Univ.	Dept. of Home Econ.	Nashville	TN	37203
4504	Jan Winters	Teacher Educator	Utah State University	UMC 29	Logan	UT	84322
4601	Catherine Desautels	Teacher	Harwood Union H. S.	RFD 1 Box 790	Moretown	VT	05660
4704	Cynthia Mayo	Assistant Professor	Virginia State Univ.	Box M	Petersburg	VA	23803
5005	Laurie Hittman	Home Econ. Coordinator	NS*	725 West Park Avenue	Chippeqa Falls	WI	54729

*NS-Not Specified

Supplement 4

Exemplary Projects: Descriptions

0104
Respondent: Lillie R. Mays

Tuskegee Institute
Dept. of Voc. Ed.
Tuskegee AL 36088

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curriculum dev.
Project Status-3/84: In progress

Product #1: Computer managed instr.
Product #2: NONE
Content Area #1: Education
Content Area #2: NONE
Content Area #3: NONE

0301
Respondent: Mary Lewkowitz

NS*
1535 West Jefferson
Phoenix AZ 85007

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Entrepreneurship
Project Status-3/84: In progress

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: Computer entrepreneurship
Content Area #2: NONE
Content Area #3: NONE

0302
Respondent: Doris Manning

NS*
5790 Placita Esplendora
Tucson AZ 85718

Contact Person: Elizabeth Hruby
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. development
Project Status-3/84: Completed

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: TC
Content Area #2: NONE
Content Area #3: NONE

NS*
2202 West Window Rock Drive
Tucson AZ 85745

0507
Respondent: Colleen M. Carr
Ohlone College
P. O. Box 3909
Fremont CA 94539

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Compl. & planned

Product #1: State Roadshow
Product #2: Community College Wkshp.
Content Area #1: Comprehensive HE
Content Area #2: Occupational HE
Content Area #3: Implementation trning.

0702
Respondent: Katherine Brophy
Dept. of Educ.
HGC, P. O. Box 2219
Hartford CT 06145

Contact Person: Ruth Wodock
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Danbury H. S.
Clapboard Ridge Road
Danbury CT 06810

Purpose of Project: Sftwre. development
Project Status-3/84: In progress

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

0702
Respondent: Katherine Brophy
Dept. of Educ.
HGC, P. O. Box 2219
Hartford CT 06145

Contact Person: Irene Talitsky
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Bolton H. S.
Brandy Street
Bolton CT 06040

Purpose of Project: Sftwre. evaluation
Project Status-3/84: In progress

Product #1: NS#
Product #2: NONE
Content Area #1: FN
Content Area #2: Hsg/ho. furn. & equip.
Content Area #3: NONE

0702
Respondent: Katherine Brophy
Purpose of Project: Needs assessment
Project Status-3/84: In progress

Dept. of Educ.
HGC, P. O. Box 2219
Hartford CT 06145

Product #1: NS*
Product #2: NONE
Content Area #1: FN
Contact Person: Beverly Coyle
Content Area #2: NONE
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)
Content Area #3: NONE

NS*
14 Mowhawk Drive
Norwalk CT 06851

0702
Respondent: Katherine Brophy
Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed

Dept. of Educ.
HGC, P. O. Box 2219
Hartford CT 06145

Product #1: NS*
Product #2: NONE
Content Area #1: CDFR
Contact Person: Betty Scott
Content Area #2: FN
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)
Content Area #3: NONE

Amity Sr. H. S.
Newton Road
Woodbridge CT 06525

1301
Respondent: Laura Miller
Purpose of Project: Workshops
Project Status-3/84: In progress

Univ. of Idaho
School of Home Econ.
Moscow ID 83843

Product #1: Sftwre. evaluation
Product #2: NONE
Content Area #1: Comprehensive HE
Contact Person: Same as respondent
Content Area #2: NONE
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)
Content Area #3: NONE

1401
Respondent: Kathryn W. Smith
Illinois State Univ.
Dept. of Home Econ.
Normal IL 61761
Contact Person: Elizabeth Anne Stickman
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. development
Project Status-3/84: Completed

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: CDFR
Content Area #2: Preschool Education
Content Area #3: NONE

Lyons Township H. S.
100 S. Brainard
La Grange IL 60525

1503
Respondent: B. Jeanette Miller
Ball State Univ.
Dept. of Home Econ.
Muncie IN 47306
Contact Person: Dr. Audrey Finn
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Planned

Product #1: NS*
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: Occupational HE
Content Area #3: NONE

Ball State Univ.
Dept. of Home Econ.
Muncie IN 47306

1602
Respondent: Alyce M. Fanslow
Iowa State Univ.
219 MacKay Hall
Ames IA 50011
Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. development
Project Status-3/84: Completed

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: FN
Content Area #2: NONE
Content Area #3: NONE

1706
Respondent: Carole Oberle
State Dept. of Educ.
120 East 10th
Topeka KS 66612

Contact Person: Marilyn Meyer
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed

Product #1: Sftwre. evaluation document
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

Mission School
6649 Lamar
Shawnee Mission KS 66202

1803
Respondent: Virginia M. Slimmer
Murray State Univ.
Dept. of Home Econ.
Murray KY 42071

Contact Person: Mrs. Judith Payne
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Workshop
Project Status-3/84: Planned

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

Murray State Univ.
Dept. of Home Econ.
Murray KY 42071

1803
Respondent: Virginia M. Slimmer
Murray State Univ.
Dept. of Home Econ.
Murray KY 42071

Contact Person: Mrs. Judith Payne
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Workshop
Project Status-3/84: Completed & Planned

Product #1: Software development
Product #2: Published articles
Content Area #1: Comprehensive HE
Content Area #2: Math teachers
Content Area #3: NONE

Murray State Univ.
Dept. of Home Econ.
Murray KY 42071

1907
Respondent: Barbara Moore

Louisiana State Univ.
School of Voc. Educ.
Baton Rouge LA 70803

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Needs assessment
Project Status-3/84: In progress

Product #1: Data base of inservice needs
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: Occupational HE
Content Area #3: NONE

2003
Respondent: Carolyn Drugge

HE Occ. Resource Ctr
32 Ricker Hall
Farmington ME 04938

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curriculum dev.
Project Status-3/84: In progress

Product #1: Training workshops
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: Occupational HE
Content Area #3: NONE

2101
Respondent: Louise A. Tanney

State Dept. of Educ.
200 West Baltimore Street
Baltimore MD 21201

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Software evaluation
Project Status-3/84: In progress

Product #1: Model inservice project
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: Teacher mgt. utilities
Content Area #3: NONE

2501
Respondent: Kay Clayton

Univ. of So. Mississippi
School of Home Econ.
Hattiesburg MS 39406

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Training appl.
Project Status-3/84: In progress

Product #1: Workshop for teachers
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: Management of HE Dept.
Content Area #3: NONE

2601
Respondent: Paula Hartsfield

Elem. & Sec. Educ.
P. O. Box 480
Jefferson City MO 65102

Contact Person: Ms. Carolyn Dubucki
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curriculum development
Project Status-3/84: In progress

Product #1: NS*
Product #2: NONE
Content Area #1: CDFR
Content Area #2: NONE
Content Area #3: NONE

Flornisant Vy. Jr. Coll.
NS*
St. Louis MO NS*

2602
Respondent: Carol E. Kellett

Cntrl Missouri St. Univ.
250 Grinstead
Warrensburg MO 64093

Contact Person: Helen M. Ball
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: One week course
Project Status-3/84: Planned

Product #1: Course syllabus
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

Cntrl. Missouri St. Univ.
231 Grinstead
Warrensburg MO 64093

2807
Respondent: Melinda Holcombe
NS*
131 Home Econ. Bldg.
Lincoln NE 68583

Contact Person: Cheryl Fedje
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Impact on families
Project Status-3/84: In progress

Product #1: NS*
Product #2: NONE
Content Area #1: NS*
Content Area #2: NONE
Content Area #3: NONE

Univ. of Wisc.-Madison
Home Econ. Bldg.
Stevens Point WI 53706

3201
Respondent: Cathleen T. Love
New Mexico St. Univ.
Box 3470
Las Cruces NM 88003

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Classroom mgt.
Project Status-3/84: Planned

Product #1: Sftwre. evaluation
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

3202
Respondent: Laine Renfro
State Dept. of Educ.
NS*
Sante Fe NM 87501

Contact Person: Dr. Peggy Brown
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed

Product #1: Sftwre. evaluation
Product #2: NONE
Content Area #1: FN
Content Area #2: NONE
Content Area #3: NONE

Western New Mexico Univ.
Home Econ. Education
Silver City NM 55061

3301
Respondent: Margaret Charters

Syracuse University
224 Slocum Hall
Syracuse NY 13210

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curriculum dev.
Project Status-3/84: In progress

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

3302
Respondent: Shirley E. Greenwald

Bureau of Home Econ.
347 Baltic Street, Room 304
Brooklyn NY 11201

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curriculum dev.
Project Status-3/84: In progress

Product #1: Food service curriculum
Product #2: NONE
Content Area #1: Occupational HE
Content Area #2: NONE
Content Area #3: NONE

3304
Respondent: Arline Rubin

NS*
175 West 12 Street
New York City NY 10011

Contact Person: Dr. Lorraine Sirota
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Brooklyn College
Bedford Ave. & Avenue H
Brooklyn NY 11210

Purpose of Project: Sftwre. development
Project Status-3/84: In Progress

Product #1: Sftwre. program
Product #2: NONE
Content Area #1: FN
Content Area #2: NONE
Content Area #3: NONE

3601
Respondent: Dorothy West

Youngstown State Univ.
HE Dept., Cushwa Hall
Youngstown OH 44555

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Two credit workshop
Project Status-3/84: Planned

Product #1: Software development
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

3701
Respondent: Donna Boyd

East Central Univ.
2204 Foster Drive
Ada OK 74820

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Impact on family
Project Status-3/84: Completed

Product #1: Short demo progs. for class
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

3706
Respondent: Anna M. Gorman

Oklahoma State Univ.
143 HEW
Stillwater OK 74078

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curriculum dev.
Project Status-3/84: Completed

Product #1: Sftwre. development
Product #2: Energy consumption unit
Content Area #1: Home mgt./Fam. econ.
Content Area #2: NONE
Content Area #3: NONE

3708
Respondent: Nevaleen Selmat
NS*
Box 452
Wakita OK NS
Contact Person: Carolyn Colton
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. development
Project Status-3/84: Completed

Product #1: 13 sftwre. programs
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

Bristow High School
NS*
Bristow OK NS*

3901
Respondent: Marilyn S. Prehm
Pennsylvania St. Univ.
212 Rackley Building
University Park PA 16802
Contact Person: Margaret P. Ezell
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. development
Project Status-3/84: Completed

Product #1: Software refinement
Product #2: NONE
Content Area #1: FN
Content Area #2: NONE
Content Area #3: NONE

Pennsylvania St. Univ.
207 Armsby Building
University Park PA 16802

3903
Respondent: Susan F. Weis
Pennsylvania St. Univ.
203 Rackley Building
University Park PA 16802
Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: In Progress

Product #1: Master's paper
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

3904
Respondent: Helen B. Hovis

Indiana Univ. of Penn.
108 Ackerman Hall
Indiana PA 15705

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: Completed

Product #1: Booklet of evaluations
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: Teacher mgt. utilities
Content Area #3: NONE

4201
Respondent: Brenda M. Bak

Dvsn of Voc. Educ. on
Kneip Bldg.
Pierre SD 57501

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Network survey
Project Status-3/84: Completed

Product #1: Survey results
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

4202
Respondent: Edna Page Anderson

South Dakota St. Univ.
HN 305, Box 2275A
Brookings SD 57006

Contact Person: Julie Bell
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

South Dakota St. Univ.
HN 305, Box 2275A
Brookings SD 57006

Purpose of Project: Networking
Project Status-3/84: In progress

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

4301
Respondent: Gearldean Johnson

Tennessee State Univ.
Dept. of Home Econ.
Nashville TN 37203

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Needs assessment
Project Status-3/84: Planned

Product #1: Proposal
Product #2: NONE
Content Area #1: CDFR
Content Area #2: NONE
Content Area #3: NONE

4504
Respondent: Jan Winters

Utah State University
UMC 29
Logan UT 84322

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. Development
Project Status-3/84: In progress

Product #1: Sftwre. development
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

4601
Respondent: Catherine Desautels

Harwood Union H. S.
RFD 1 Box 790
Moretown VT 05660

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. evaluation
Project Status-3/84: In progress

Product #1: Sftwre. evaluation
Product #2: NONE
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE

4704
Respondent: Cynthia Mayo

Virginia State Univ.
Box M
Petersburg VA 23803

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Sftwre. Evaluation
Project Status-3/84: Completed

Product #1: Software
Product #2: NONE
Content Area #1: FN
Content Area #2: Home Mgt. Fam. Econ.
Content Area #3: NONE
Changes in K/A/S?: NS*
Pre-Post Analysis?: NS*

5005
Respondent: Laurie Hittman

NS*
725 West Park Avenue
Chippega Falls WI 54729

Contact Person: Same as respondent
NOTE: IDENTIFIED BY RESPONDENT (ABOVE)

Purpose of Project: Curr, Development
Project Status-3/84: In Progress

Product #1: Sftwre. Evaluation
Product #2: Sftwre. selection criteria
Content Area #1: Comprehensive HE
Content Area #2: NONE
Content Area #3: NONE